Worldwide Joint Training Conference 2004

Breakout Group 2 – REPORT OUT

Joint Training Requirements at the Individual, Staff, and Component Command Levels

2 September 2004

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Breakout Team 2

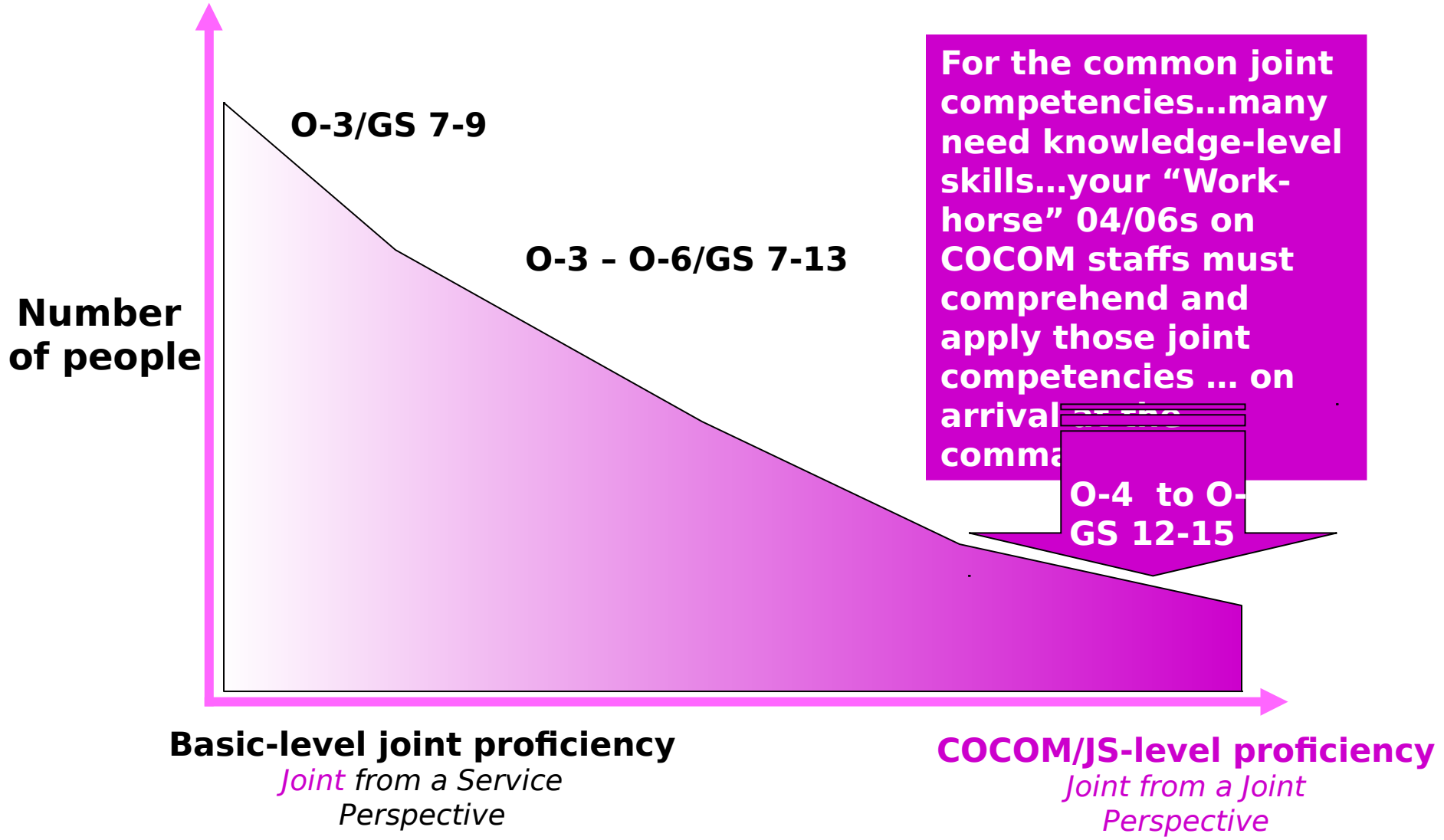
Joint Training Requirements
(Individual, Staff, Component Command Levels)

- Purpose: Improve joint force readiness by aligning joint education and training capabilities and resources with combatant command needs.

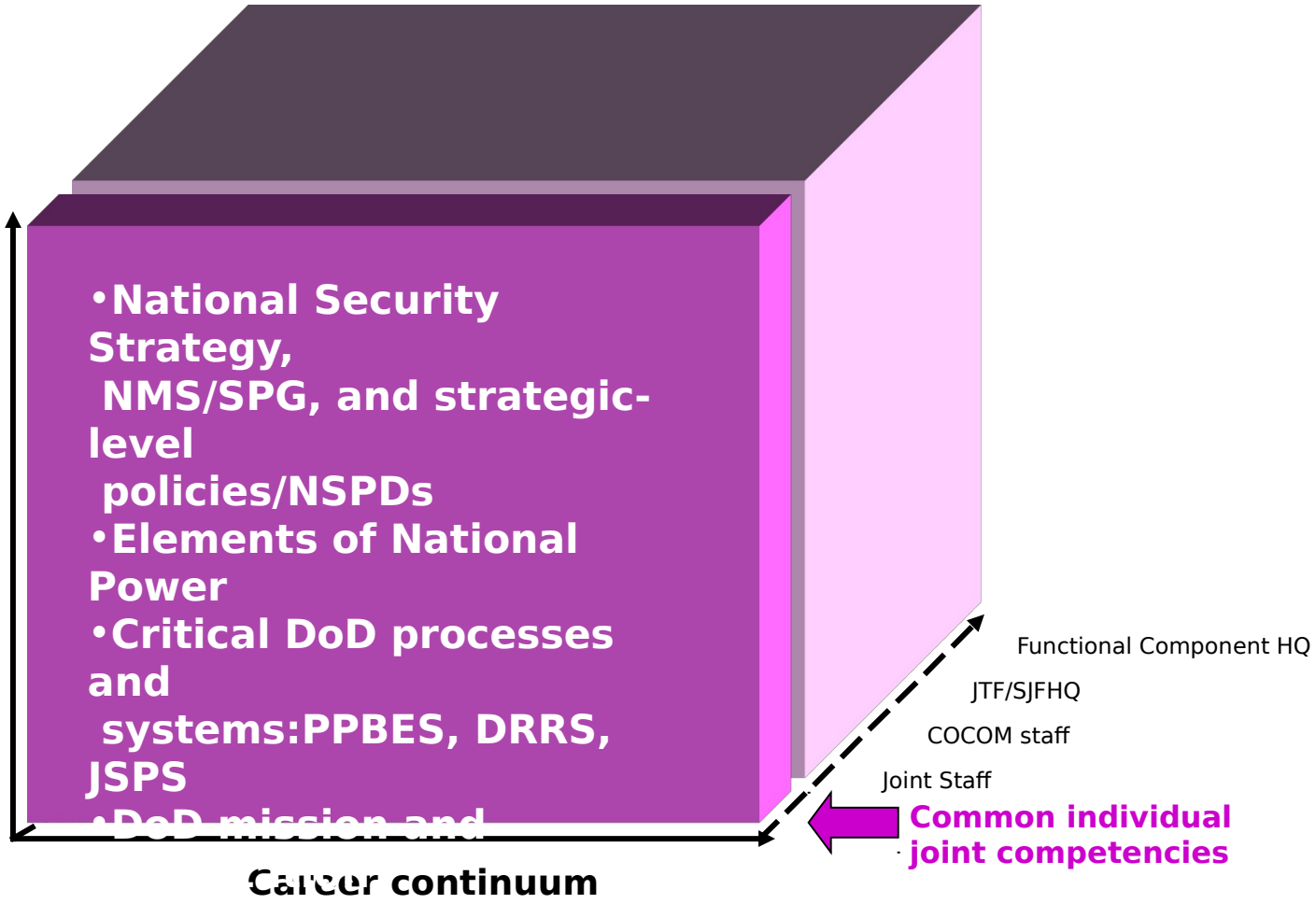
- Tasks:
  - Identify the individual and staff Joint education and training requirements that must be achieved and certified to joint standards prior to joint duty assignment
  - Determine a methodology that will ensure individuals, units, and staffs receive timely and effective joint education and training necessary to accomplish the joint tasks that support the operational needs of the combatant commands.

- Output: Roadmap for individual and staff joint education and training requirements, individual joint core competencies, and the modes, venues, and media for providing joint education and training.

Joint Individual Competency Continu


O-3/GS 7-9
O-3 – O-6/GS 7-13
For the common joint competencies…many need knowledge-level skills…your "Work-horse" 04/06s on COCOM staffs must comprehend and apply those joint competencies … on arrival
comma
O-4 to O-
GS 12-15
Number of people
Basic-level joint proficiency
Joint from a Service Perspective
COCOM/JS-level proficiency
Joint from a Joint Perspective
Level of Jointness

Joint Individual Competency Framework



Joint Individual Competency Areas**

*** Joint individual competencies – joint actions or processes accomplished by an individual in a joint duty position using joint doctrine.*

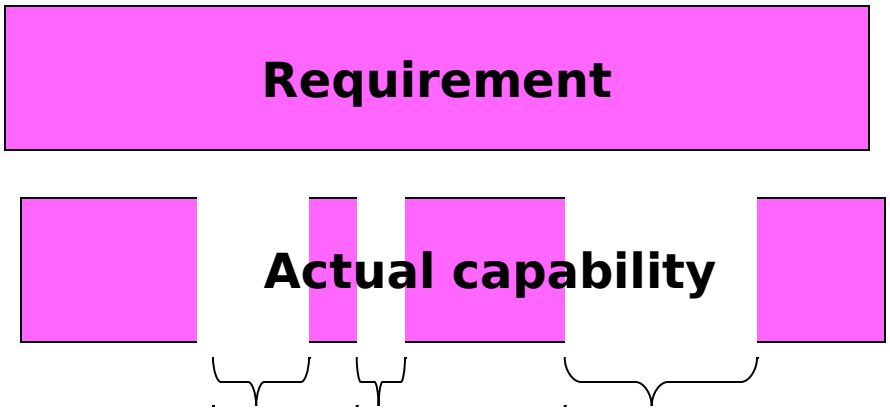
The Challenge …

Where Officers can learn to be *joint*

Joint service experience
Joint courses (JKDDC)
Self Development
JPME
Service experience
Service Courses
Others…

The implied *joint individual competencies* and capability gaps

Common Joint Individual Competencies



Proposed Areas of Common Joint Individual Competencies*
for the Total Force

- National Security Strategy, NMS/SPG, and strategic-level policies/NSPDs
- Elements of National Power
- Critical DoD processes/systems - PPBES, DRRS, JSPS
- DoD mission and organization: OSD, Joint Staff, CSA, and COCOMs
- International, intergovernmental, and interagency organizations and capabilities
- Joint staff/joint headquarters/SJFHQ organization and supporting processes
- JOPES … current planning processes: CAP, DPP, adaptive, time-sensitive planning
- Joint Lessons Learned Process, Joint Doctrine, and UJTL
- Joint Training System (4-phased process)
- Emerging concepts/requirements: GWOT/Asymmetric warfare, SJFHQ, JOpsC, Effects Based Operations, Adaptive planning, and T2
- Collaborative information environment (CIE) capabilities
- Interagency process and theater interagency coordination
- RC (Reserve and NG) authorities, capabilities, and processes
- Other (IO, IA, ISR, CBRNE …)

*Level of learning (knowledge, comprehension,….synthesis), timing, and medium of d

Proposed Mapping of Common Joint Individual Competencies

Knowledge
Comprehension
Application
Analysis
Evaluation/**S**ynthesis

DL
Blended
Residen**t**

Video/film
VTC
CD-ROM
Hard copy
Internet

Level	Common Joint Individual Competency Areas		Mod
C	**National Security Strategy, NMS/SPG, and strategic-level policies/NSPDs**		
K	**Elements of National Power**		
C	**Critical DoD processes/systems - PPBES, DRRS, JSPS**		
C	**DoD mission and organization: OSD, Joint Staff, CSAs, and COCOMs**		
K	**International, intergovernmental, and interagency organizations and capabilities**		
C	**Joint staff/joint headquarters/SJFHQ organization and supporting processes**		
A	**Current planning processes: JOPES … CAP, DPP, adaptive, time-sensitive planning**		
C	**Joint Lessons Learned Process, Joint Doctrine, and UJTL**		
C	**Joint Training System (4-phased process)**		
C	**Emerging concepts/requirements: GWOT/Asymmetric warfare, SJFHQ, JOpsC, Effects Based Operations, Adaptive planning, and T2**		
A	**Collaborative information environment (CIE) capabilities**		

Breakout Group 2 Issues – WJTC 04

04-02-01: **Dissimilar organization structures and staff process across joint force commands**

Discussion:

1. Many unique COCOM command/staff structures and supporting processes exist.
2. Dissimilar nature (in format and supporting technologies) of this joint environment makes it resource intensive to develop and maintain a common education/training POI.
3. These complexities undermine the ability to prepare and certify joint staff officers to common standards

Breakout Group 2 Issues – WJTC 04

04-02-02: **Inadequate resources at COCOMs to implement individual command-specific training**

Discussion:

1. COCOMs must implement theater-specific, functional-specific, and continuing education and training for assigned joint staff officers
2. The education and training programs require qualified instructor personnel, facilities, courseware, IT, and supporting tools.
3. Currently, COCOMs are not resourced to accomplish additional individual joint education and training requirement.

Breakout Group 2 Issues – WJTC 04

04-02-03: **Personnel assignment processes do not support joint competency proficiency prior to joint duty assignment**

Discussion:

1. OSD direction is that individuals, staffs, and units will be certified to joint standards prior to arrival at joint assignments.
2. Most personnel assigned to JMDs do not arrive fully prepared to immediately support JMD duty requirements.
3. The JPME-II (COCOM focus) throughput does not support qualification of all 04s and above for JMD duty positions.
4. Service personnel assignment systems do not ensure officers receive requisite JPME prior to COCOM assignment.
5. For many JMD positions, prerequisite functional-specific education and training is not provided prior to arrival at

Breakout Group 2 Issues – WJTC 04

04-02-04: **No process for maintaining currency of joint training and education**

Discussion:

1. Today's joint staff officer faces an unprecedented rate of change across the political-military environment.
2. In many cases, the systems and processes for the development of concepts, doctrine, plans, and procedures have a half-life of months
3. Education and training programs must dynamically update to maintain currency and relevancy
4. The integration of these processes and systems is ad hoc … leaving individual joint staff officer preparation trailing the needs of the field

Breakout Group 2 Issues – WJTC 04

04-02-05: **Limited duty-specific education/training for JMD billet qualification**

Discussion:

1. COCOMs must implement theater-specific, functional-specific, and continuing education and training for assigned joint staff officers
2. JPME must orient on COCOM JMETs

Breakout Group 2 Issues – WJTC 04

04-02-06: **Lack of DoD enforcement of standard CIE application (IWS vs. DCTS)**

Discussion:

1. DOD specified DCTS as the common CIE.
2. Many commands use GCCS-based IWS vs. DCTS for CIE.
3. Education programs should provide foundation education on CIE, however, cannot resource instruction of both IWS and DCTS applications.
4. There is no DoD enforcement of a standard CIE.

Breakout Group 2 Issues – WJTC 04

04-02-07: **Unrealistic expectation that DL will solve joint duty assignment prerequisite training/education requirements (protected duty time needed)**

Discussion:

1. DL provides a valuable resource to “reach-out” to expand the training audiences and training opportunities.
2. An underlying assumption on the use of DL is that training time is available to support the expanding DL-based training and education requirements.
3. In many cases, individuals do not have excess time to meet leverage DL opportunities

A Way Ahead …

Requirements and Gaps

Where Officers can learn to be *joint*

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Joint courses (JKDDC)
Self Development
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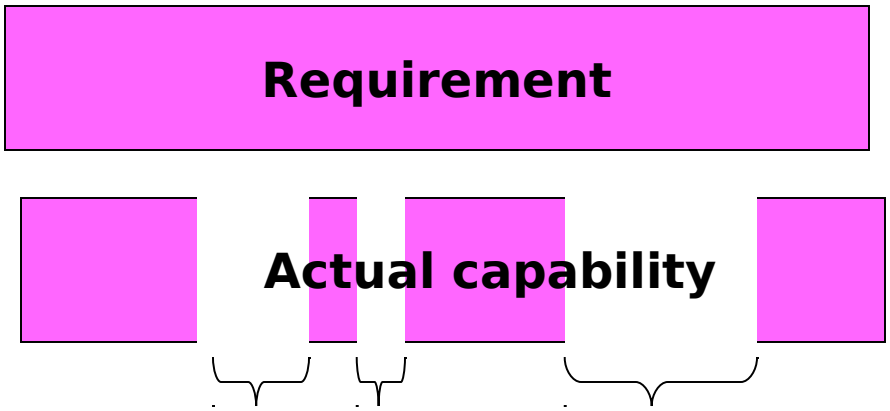
Service experience
Service Courses
Others…

The implied *joint individual competencies* and capability gaps

Common Joint Individual Competencies



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Questions?

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